DOCUMENT RESUME

ED 114 534 CE 005 381

TITLE Guam-Based Career Education.
INSTITUTION Guam Dept. of Education, Agana. Div. of Career and Occupational Education.
PUB DATE Jun 75
NOTE 30p.; The diagram on page 15 has been deleted, the type is too small to reproduce in microfiche; For related document, see CE 005 382

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; Elementary Secondary Education; Post Secondary Education; *Program Descriptions; Program Development; *Program Planning
IDENTIFIERS Guam

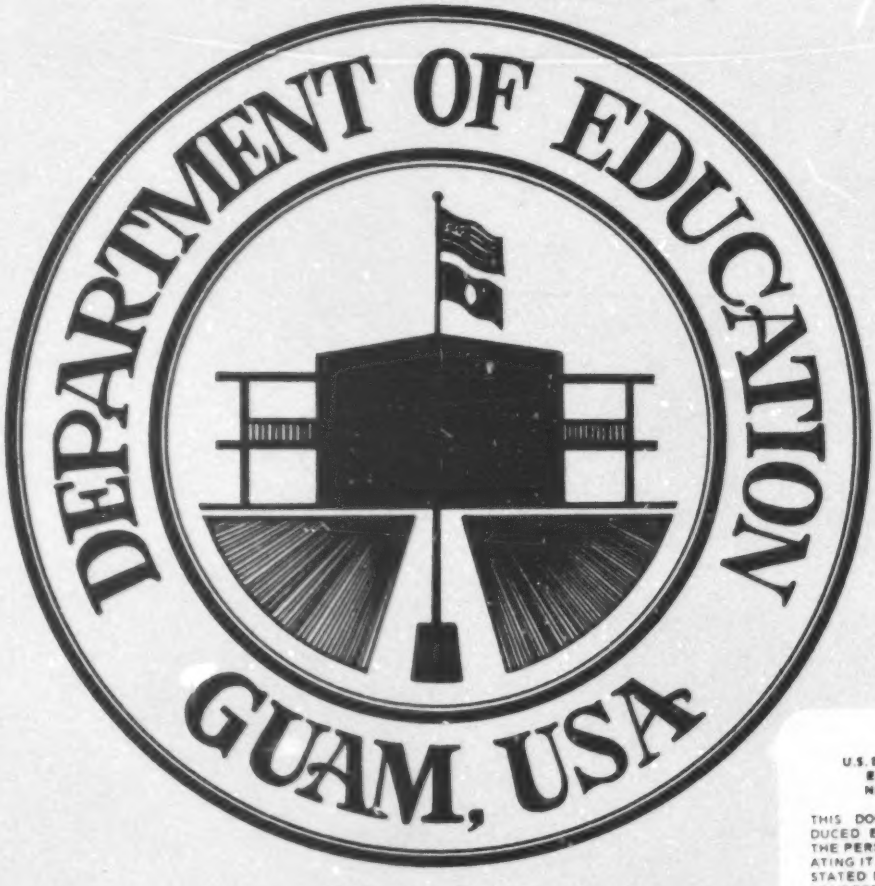
ABSTRACT

The conceptual foundation for the career education program in Guam is presented in the document, which can serve as a resource for others wishing to implement similar programs. Rationales for the four-phase system (awareness, exploration, preparation, and continuing) are discussed in terms of students, teachers, administration, and society. They emphasize the need for every student who leaves a formal education system to have the necessary skills for employment. A position paper discusses plans for a limited revision of curriculum content in terms of the integration of systematic study and interaction of the following concepts: self, society and culture, career development and work ethics, environment, personal economics, and decision-making. The philosophy of the program incorporates the following concepts: self-awareness, academic proficiency, occupations, personal economics, society roles, value and attitude clarification, life-coping skills, leisure time utilization, decision-making, cultural awareness, and environmental awareness. A Latte Stone Model for career education is presented, comprising four phases of development: (1) Career Awareness, (Grades K-6); (2) Career Exploration, (Grades 7-9); (3) Career Preparation, (Grade 10 to the termination of formal education); and (4) Retraining and Upgrading. Lists of general and student expected outcomes for the overall program are provided. (LH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED114534

GUAM–BASED CAREER EDUCATION



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE005381

Division of Career & Occupational Education
Agana, Guam 96910

FIRST EDITION

FIRST PRINTING - June 1975

Developed and edited by the Division of Careers and Occupational Education, Department of Education, Government of Guam.

Assisted with graphics by Department of Education's Learning Resources Center.

GUAM-BASED CAREER EDUCATION

"Youth! youth! how bouyant are thy hopes!
they turn,
Like marigolds, toward the sunny side."

JEAN INGELOW

PREFACE

Within this document is the conceptual foundation for Guam-Based Career Education. Upon this framework will be built the operations of Guam-Based Career Education.

Through a process of review and revision this composite document has been developed. It is felt that it will provide a strong foundation for the implementation of Guam-Based Career Education and serve as a resource for others wishing to implement culturally relevant Career Education.

"O youth, whose hope is high,
Who dost to truth aspire,
Whether thou live or die,
O look not back nor tire."

ROBERT BRIDGES

TABLE OF CONTENTS

Preface iii

Table of Contents v

The Rationales For Guam-Based Career Education . . . . . 1.

Student Rationales . . . . . 4.

Teacher Rationales . . . . . 5.

Administrative Rationales . . . . . 6.

Societal Rationales . . . . . 7.

Conclusion . . . . . 8.

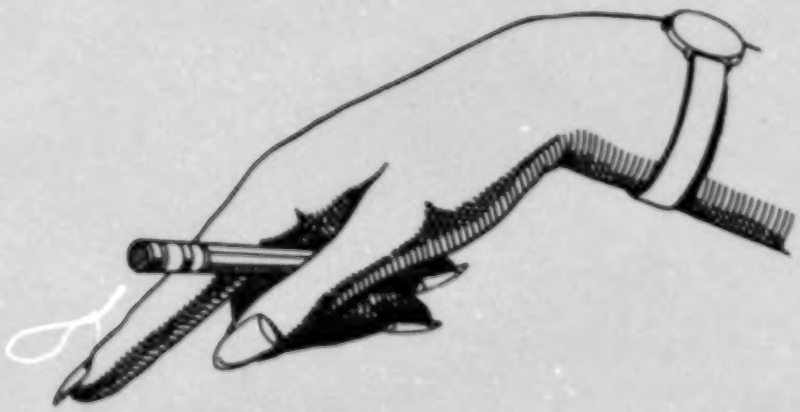
Position Paper For Guam-Based Career Education . . . . . 9.

The Philosophy For Guam-Based Career Education . . . . . 11.

The Latte Stone Model For Career Education . . . . . 13.

Guam-Based Career Education Expected Outcomes . . . . . 18.

THE RATIONALES
FOR
GUAM-BASED CAREER EDUCATION



A

NOW...

PROGRAN

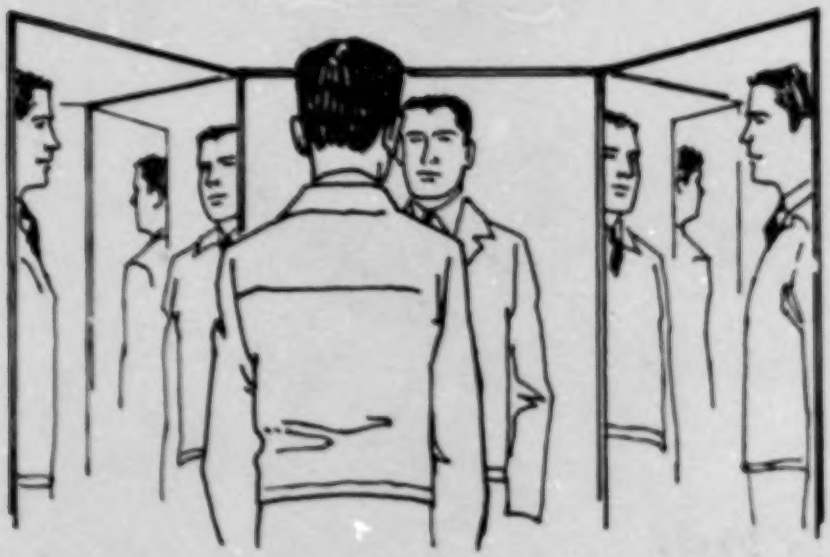
1.

THE RATIONALES
FOR
GUAM-BASED CAREER EDUCATION

Any rationale statement must be accompanied by a general definition of the process. That definition should serve as a guideline, allowing for a broad interpretation of its meaning.

Career Education is a philosophical and conceptual base change in education. Often the effort to define Career Education is so exhaustive that the original intent of the concept is lost and the full potential cannot be realized. For the purpose of this rationale paper, the following definition will be used:

> Career Education is a continuous, dynamic, learning process involving school and community resources, which focuses on the learner's development of attitudes and skills necessary to become a self-sufficient, independent, satisfied person who understands all of the ramifications of his lifestyle choices.



"KNOW THYSELF!"

2

The general progression of Career Education has historically and philosophically fallen into four (4) basic phases.

Phase one is the awareness phase (Grades K-6). At this phase learners become cognizant of the optional lifestyles which one can choose.

Phase two is the exploration phase (Grades 7-9). At this level the learner begins to look indepth at possible alternatives and formulates initial decisions as to which alternatives his personal make-up, aptitudes, and interests will best fit. Choices made are not permanent at this or any level.

Phase three is the preparation phase (from grade 10 to termination of formal education). At this level the learner will finalize his or her choice of lifestyle and pursue the appropriate course of action with a full complement of the necessary supportive elements. At this point it should be noted that all possibilities remain open to the learner. The preparation may include vocational education resulting in employment at the completion of high school, or preparing for continued post-secondary education at a Vocational-Technical school or continuing onto a two (2) or four (4) year institute of higher learning.

Phase four is the retraining and upgrading (throughout life after termination of formal education) of the individual through the educational system. This phase provides the learner the opportunity to gain easy access to the education system, and makes learning a life-long process for all who seek to upgrade and re-equip themselves to alter their lifestyle. It is recognized that education merely for educational convenience is no longer a viable end for the learner. Education must result in the placement of an individual with a lifestyle that contains the necessary apptitudes and attitudes, cognitive and psycho-motor skills, coping and learning attributes (survival skills) with the necessary resources at his disposal for realignment of his lifestyle at anytime to meet his individual needs. In addition, Career Education should, through the four previously described phases, prepare the individual to accept one's chosen life-role through a basic understanding of society's perceptions of the various lifestyles.

The following rationales will fall into four (4) basic groupings:

1. Student rationales
2. Teacher rationales
3. Administrative rationales
4. Societal rationales

Often a particular rationale could logically fall within two or more areas, they have been arranged as they are in an effort to eliminate redundancy.

STUDENT RATIONALES

The rationales for Career Education from the student's standpoint are many and varied. A major problem has been the perceptual set that vocational or technical education is second class in the educational process and that anyone who seeks or accepts less than professional level employment is a second class citizen. Career Education will assist in breaking down these outdated and misconceived perpetual sets, so that the choice of a vocation and lifestyle can be made without bias or prejudice as to the choice one makes.

Career Education will help to establish positive attitudes toward a useful career and instill a dignity in the worker based upon his productivity. Industry has long criticized that the schools do not produce positive attitudes toward work, and that they are unemployable at even the lowest of entry levels. Career Education will result in the development of a broad core of cognitive, affective, and psycho-motor skills, that will make entry level employment possible at any level of formal educational termination.*

Students have long criticized the educational experience as not relevant to the world outside of the school walls. The Career Education approach lends relevance and credence to regular academic instruction by uniting the school system with the community, and providing diversified hands-on experience at all learning levels. The lack of relevancy has resulted in increased dropout rates, increased and perpetuated academic failures, lack of employability, deterioration of a self-concept, a general dislike for formal or informal learning, and even a contempt for and distruction of schools and school property. Career Education builds upon an atmosphere of success. Students can relate the abstracts of academic instruction to the real world through hands-on activities, thereby increasing achievement and retention.

Students who are involved with Career Education will leave the formal education system having developed an understanding of themselves and their relationships and responsibilities to others; thus assisting students in the process of value clarification and self-actualization through self-analysis.

*E.G. A student in welding must acquire the cognitive skill of understanding heat distortion, the affective skill of wanting to do a good job of welding, and the psychomotor skill of welding a straight bead.

TEACHER RATIONALES

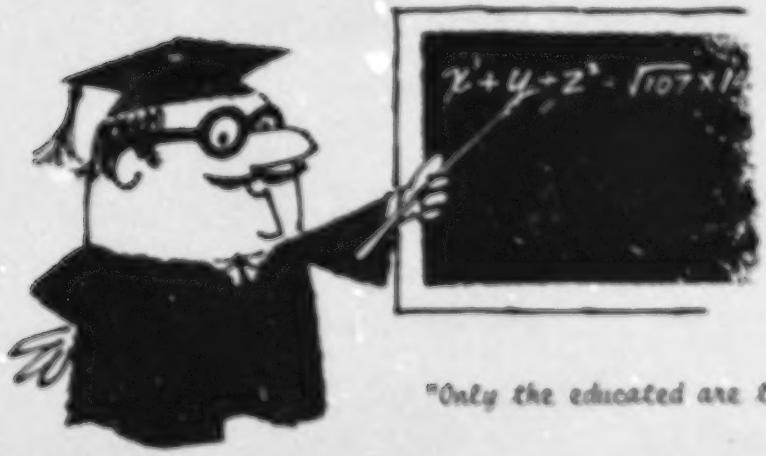
Career Education provides through hands-on experience, a vehicle for teachers to motivate and interest students in the particular subject matter they are attempting to teach, resulting in the simplification of the learning process due to enhanced determination and aspirations for success in the classroom.

Career Education is not a new curriculum or program for additional responsibility but, an integration of careers into the curriculum to increase practicality and relevance.

Career Education will revitalize the profession of teaching and help teachers enjoy their work more. Teaching in itself becomes a living and dynamic experience.

Since community involvement and utilization is an important part of Career Education it adds new resources and expertise to the teachers' background which heretofore has been unavailable or non-existent.

Career Education provides a teaching commonality for all teachers without regard to level or subject matter. As a result, many positive effects can be seen. Teachers have a common point of reference for communication. It will encourage cooperation, open doors to team teaching, provide for inter-disciplinary studies and cross relating of assignments and learning exercises. This is not an all inclusive list but it is an indication of potential.



"Only the educated are truly free."

EPICTETUS

"Now can I join the circus?"

ADMINISTRATIVE RATIONALES

Student and parents have, in recent years, complained that the educational system is not a continuum from grades K-14 and that there is not a strand of commonality from subject to subject. This results in students who look at life in segments and who leave formal education unable to put all they have learned into one usable package. Career Education provides a highly successful means of articulation (communication) from subject to subject, grade to grade, or level to level. The end result makes formal education a continuum from grades K-14 thus making the entire educational package usable for the pupil upon termination of their formal education and entering their adult roles in life.

A constant administrative problem discussed is discipline within a building. Students who are involved with Career Education tend to be less of a discipline problem because they become actively involved in the learning process, reducing teacher time spent in classroom discipline and increasing active learning time as well as reducing administrative time devoted to student discipline and increasing administrative effectiveness.

SOCIETAL RATIONALES

In the U.S.A. it has been found that by 1980, every person will change jobs in their lifetime 7 to 9 times, requiring retraining or upgrading of skills. The cost in non-productivity is uncalculable and astronomical, not considering the actual cost of re-training or upgrading of skills. Career Education provides for, in addition to preparation for work, the systematic, hands-on, orientation and exploration of occupational opportunities and lifestyles. It is believed that hands-on experience should result in negative as well as positive occupational choices, thus reducing the number of job changes, resulting in reduced costs of non-productivity and retraining, and placing more workers in positions within which they can find fulfillment.

It has been expounded that there is a worldwide deterioration of the work ethic, resulting in lower than maximization of individual productivity or a total lack of productivity. Students, will through study of the nature of work and the inter-reliability of workers, gain a commitment to a work ethic and know the ramification of that ethic and accept those resulting reactions, positive or negative, of society.

A lack of knowledge of the operations of schools and what happens in schools has resulted in a distrust and lack of financial commitment for support of schools. It has always been essential for schools to carry on extensive public information programs, that are over and above the publicity given atheletics. Since Career Education calls for a combined effort on the part of schools and community for the benefit of the learner as well as the community, the educator, non-educator relationship and communication is automatic and develops 'a partnership in educational involvement' resulting in an understanding and respect among the various professions.

Career Education is a method of preparing people for the wise utilization of leisure time. Society as a whole has suffered from a lack of wise utilization of leisure time, resulting in marked increases in alcoholism in adults, drug use and misuse of off-work or leisure time, which has become a tremendous financial drain on society. Considering technology by its nature is shortening the work week and is reducing the individual's total number of working years, the utilization of leisure is of ever increasing importance.

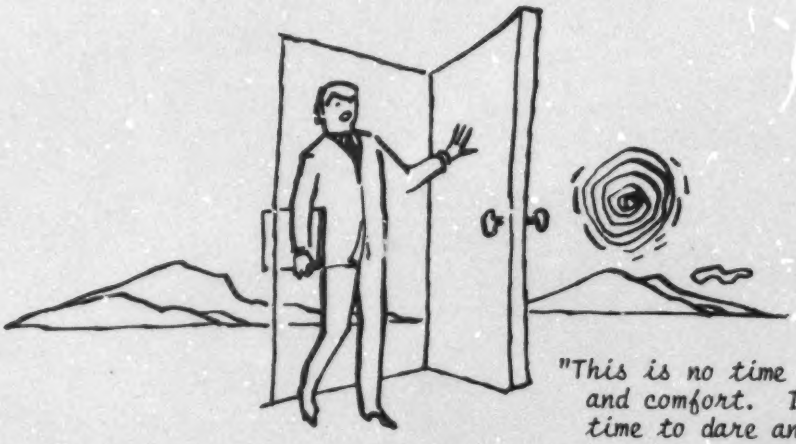
A knowledgeable purchasing public is the dream of every society and yet with continued educational specialization, the consumer education of pupils has become almost non-existent. Career Education has supported the need for a wise consuming public and serves to improve consumer knowledge.

CONCLUSION

Though this list of rationales are by no means all inclusive, it is a representation of the contributions to society that can be made through the Career Education effort. It is unique in its nature in that it is not designed for any particular group, but rather geared to meet the life needs of all people without regard to the academic achievement, ability, or handicaps of the learner. However, Career Education philosophically holds true the notion that every student who leaves a formal educational system should have the necessary skills for employment and be able to adjust to a world of technological change and a predominantly work-oriented society.

"Our progress as a nation can be no swifter than our progress in education."

- John Fitzgerald Kennedy -



"This is no time for ease and comfort. It is the time to dare and endure."

WINSTON CHURCHILL

POSITION PAPER FOR GUAM-BASED

CAREER EDUCATION

Inherent in the responsibilities of any educational system is the need to prepare individuals for a productive role in society which is individually fulfilling and contributive to the good of all, as well as to the individual.

Career Education is a continuous dynamic learning process involving school and community resources which focuses on the learner's development of attitudes and skills necessary to become a self-sufficient, independent, satisfied person who understands all of the ramifications of his lifestyle choices.

Through the implementation of Career Education, the Guam public schools will provide a system of relevant education which will result in wholesome and realistic selection and implementation of a lifestyle consistent with overall societal expectations and the needs of the individual. This will be provided through the integration of the Career Education concepts into ongoing and future school curricula.

Since Career Education embraces the educational continuum of levels and subjects, revision of present curricula content will be limited to the integration of the systematic study, and inter-action of the following concepts:

1. SELF - How one perceives his own attitudes, physical existence, and his needs and relationships concerning others.

2. SOCIETY and CULTURE - The composite of people with which one comes into contact, as well as their expectations, attitudes, needs and heritage or background.

3. CAREER DEVELOPMENT and WORK ETHICS - The systematic development of career awareness, exploration, preparation, and actualization, as well as its relationship to the adoption of a work motivational and commitment base.

4. ENVIRONMENT - The physical surrounding in which one exists.

5. PERSONAL ECONOMICS - Those financial skills necessary for day to day existence.

6. DECISION-MAKING - The process of seeking alternatives, understanding consequences, planning and initiating an action, evaluating and realigning solutions, to solve a problem.

"Courage is resistance to fear, mastery of fear--not absence of fear."

MARK TWAIN

THE PHILOSOPHY FOR

GUAM-BASED CAREER EDUCATION

Through the cooperative efforts of the schools and the community, utilizing all resources available, Career Education will provide a relevant educational program which will be centered on student needs and individual abilities, and will equip each student to assume his own lifestyle in an occupationally oriented society.

The Guam-Based Career Education program will incorporate the following fundamental concepts:

1. SELF-AWARENESS

   The study of oneself as to attain a positive self-perception.

2. ACADEMIC PROFICIENCY

   The development of basic academic skills.

3. OCCUPATIONS

   The exploration of and study of varied occupations resulting in a vocational decision and preparation without regard for educational level required for employment.

4. PERSONAL ECONOMICS

   The study and exploration of purchasing and wise consumption of goods and services.

5. SOCIETY ROLES

   The inter-relationships of people and the responsibilities of participating in society as a result of those inter-relationships.

6. VALUE AND ATTITUDE CLARIFICATION

   Systematic study of the values of oneself and others. Resulting in the adoption and acceptance of a personal value system, with full understanding of the ramifications and consequences of ones decisions.

"Measure not the work...
Until the day's out and the labor done."

ELIZABETH BARRETT BROWNING

7. LIFE-COPING SKILLS

The development of those skills required to exist in a changing society to include psycho-motor skills, academic skills, affective skills,etc.

8. LEISURE TIME UTILIZATION

The preparation of the individual for avocational and leisure time activities.

9. DECISION-MAKING

The development of the necessary decision-making skills for existence within a changing society and each individuals own particular lifestyle.

10. CULTURAL AWARENESS

The understanding and appreciation of one's own cultural heritage as well as the cultures of others.

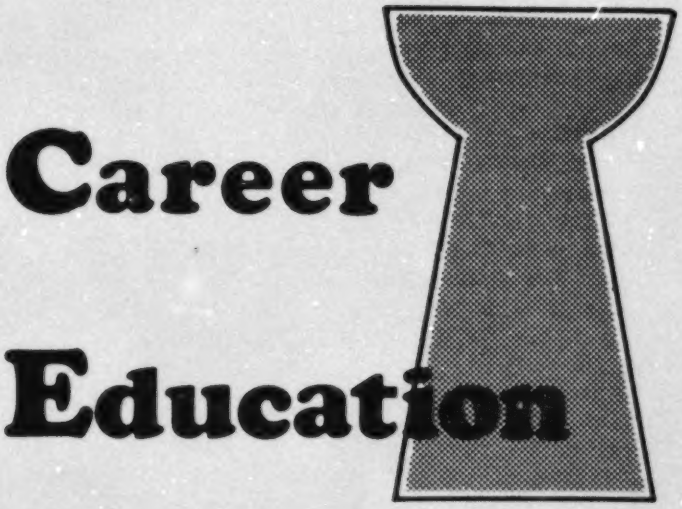
11. ENVIRONMENTAL AWARENESS

The study of and concern for the maintenance and upgrading of one's external environment.

THE LATTE STONE MODEL FOR

CAREER EDUCATION

"The latte was used as the building block of the ancient Chamorro Culture and stood for the power and strength of those men who cut them from the red soil of the Marianas." Though the full meaning of the Latte Stones is most likely lost to Antiquity, it is commonly thought that the pyramid type stones with a half globe stone on top was the foundation for ancient Chamorro high houses.*



*THE GUAM REPORTER, The Symbol, Micronesian Area Research Center, University of Guam, Agana, Guam, January-March, 1973, p. 5.

THE LATTE STONE MODEL FOR

CAREER EDUCATION

The Department of Education conceived Career Education on Guam as essentially falling into the basic structural shape of the Latte Stone. Like the latte stone, Career Education will build a strong foundation on which individuals can base their preparation for assuming a self-fulfilling, productive lifestyle.

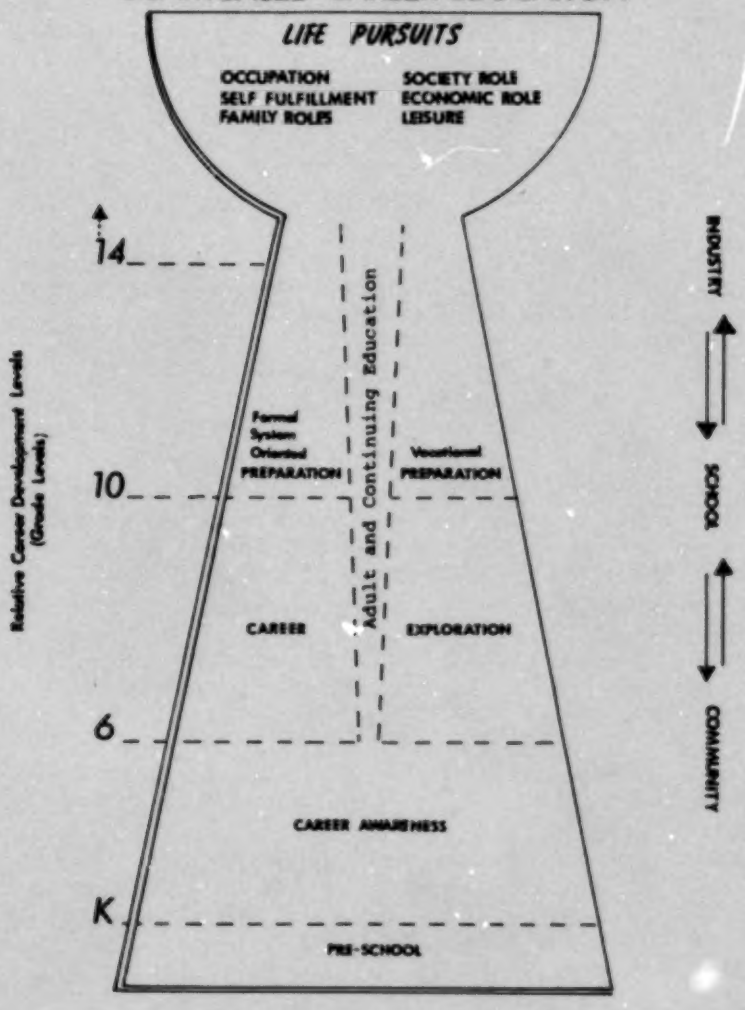
Seldom is the impact of the pre-school environment on entering kindergarten students questioned by educators. Researchers such as Coleman, have established that well experienced youngsters from non-disadvantaged home backgrounds tend to fare better in the educational system than do inexperienced and disadvantaged students. So strong has been the impact of research in the pre-school area that massive efforts have been made to establish such programs as "Headstart", in an effort to rectify these differences. We on Guam have experienced similar circumstances and therefore will base our model on a strong pre-school footing.

Career Education on Guam by its nature is a self-directed and self-motivated narrowing of alternative lifestyles. In the following paragraphs you will find the rationales which mandate the self-narrowing activity represented by the Latte Stone.

"By the work one knows the workman."

LA FONTAINE

LATTE STONE MODEL FOR GUAM-BASED CAREER EDUCATION



The Guam-Based model for Career Education falls naturally into four (4) phases as follows:

PHASE I CAREER AWARENESS (Approximately Grades K-6)

During this Career Development phase, learners are made cognizant of the vast numbers and types of occupations and lifestyles from which one can choose (this is a broadening experience).

PHASE II CAREER EXPLORATION (Approximately Grades 7-9)

During this phase the learner begins to explore indepth appropriate options of occupations or lifestyles available to him. It is crucial that hands-on experience occur at this phase so that a tentative direction for occupational preparation may result.

PHASE III CAREER PREPARATION (Approximately Grade 10 to the termination of formal education)

During the third phase of Career Education (represented by the upper portion of the triangular base) preparation takes two possible directions; either preparation for formal system oriented preparation, or vocational preparation for immediate employment. The result of this phase is the self-directed narrowing by the learner toward one particular job area or lifestyle.

The first three phases should, by the nature of the program, result in the learner entering his particular life pursuits after completing the necessary educational requirements.

PHASE IV RETRAINING AND UPGRADING (Throughout life after terminating formal education)

It is imperative that any model for Career Education make provision for the necessary retraining and upgrading of those individuals who wish to return to the educational system to alter their lifestyle through Adult and Continuing Education. Through this system re-entry may be initiated at any phase from Awareness through Preparation.

The internal dividing lines in all cases are broken. These broken lines indicate a free flow from level to level allowing for individuals progressing at their own rate in regard to Career Development.

The relative Career Development levels are indicated by grade level. However, the grade levels are included only to relate approximate levels at which each phase occurs for the majority of individuals. Since Career Development is relative on an individual basis (different from individual to individual) the grade level indications should not be construed as restrictive when considering the individual.

The public schools perceive Career Education as a joint effort between the schools, industry and the community at all levels, symbolically represented by Industry⟸⟹ School⟸⟹Community on the right side of the model.

The structural shape of the Latte Stone is representative of the concern for the cultural awareness of all individuals to be served by Guam-Based Career Education.

"Knowledge is the small part of ignorance that we arrange and classify."

AMBROSE BIERCE

GUAM-BASED CAREER EDUCATION

EXPECTED OUTCOMES

(A supportive document to the philosophy, position, and rationales for Guam-Based Career Education)

"Learning is the eye of the mind."

THOMAS DRAXE

GUAM-BASED CAREER EDUCATION

EXPECTED OUTCOMES

The overall program expected outcomes are divided into main categories as follows:

1. General School Outcomes
2. Student Outcomes

GENERAL

1. To provide a frame of reference to which teachers can relate daily learning experiences, from which students can derive meaning and purpose for their regular academic studies.
2. To provide an environment enabling each person to pursue his career goals, to adapt to society the way it is, to plan for the inevitable change of society, to affect change in patterns of careers and society.
3. To provide a setting where each individual can gain confidence and skills necessary to pursue his career goals.
4. To provide each person the opportunity to become aware of and to explore the many avenues of productive activity.
5. The program will utilize to a greater extent school and community resources to provide an innovative and relevant learning experience.
6. The program will become an indivisible part of the District's curriculum including its philosophy, goals, and board policy.
7. The program will help the communtiy and schools respond to student needs, share their resources, and participate in job training and placement.
8. The program will provide opportunities for soliciting communications from the community as to its employment needs and requirements.

9. The program will result in student input into decisions affecting learning activities.

10. Students will be allowed to take risks and make errors and when necessary, to use failure as a means of learning.

11. The program will result in cross level and subject articulation and cooperation.

12. The program will provide an environment conducive to and supportive of Career Awareness, Exploration, and Preparation.

13. The program will provide for placement in employment, higher education or further vocational or technical education of every student who terminates formal education.

14. The program will provide each student the opportunity to study the economics of consumerism.

"And he knows all about the physical construction of the basketball."

II. STUDENTS

1. The student would be aware of his capabilities, perceptions, and attitudes necessary for employment, advancement.

2. The students will become aware that there are many avenues one can take to accomplish self-fulfillment, but that each has specific ramifications that result from the various avenues.

3. The student will recognize the effects of society, economics, education, culture, and his attitudes upon his potential career goals.

4. The student will be able to relate his interests, attitudes, abilities and and achievement to a variety of possible careers.

5. The student will gain the ability to establish personal goals (although tentative) relative to careers based upon an understanding of himself and how a particular career fits his self-perception.

6. The student will understand the wide range of attitudes and perceptions society bestows upon various occupational roles.

7. The student will recognize differences in others and learn to be flexible in his inter-personal relations.

8. The student will recognize that the problem of decision-making is to seek the alternatives, weigh the consequences and select the most appropriate alternative for him.

9. The student will become aware of the vast community and school resources that can be obtained to aid in decision making.

"The secret of education lies in respecting the pupil."

EMERSON

10. The student will recognize that self-knowledge is related to a set or system of values that are unique unto himself and that they in turn relate to being able to make choices, as they affect his personal commitment and society's perception of those values.

11. The student will understand the relationship between his or her occupational choice and work attitude and his basic lifestyle.

12. The student will develop the necessary skills to identify the objectives of a given task, specify the resources necessary, layout the steps for task completion, perform the actual task and evaluate the final product.

13. The student will gain proficiency in the use of available resources for occupational decision and change.

14. The student will acquire the general and academic skill necessary for employment in his chosen occupational area.

15. Students will recognize that learning is a life-long process which occurs inside and outside of the school.

16. The student will be aware that his or her educational experiences are an integral part of his total career development.

17. The student will be aware of the educational preparation level required for his or her occupational choice.

18. The student will become aware of the variety and complexity of careers.

19. The student will be able to relate the inter-relationship which exists between occupations and careers and how they relate to the goals and needs of society as a whole.

20. The student will develop educational and occupational competencies necessary to implement his career choice or to continue his or her education resulting in job entry at his termination of formal education.

21. The student will, through his or her educational experiences, especially in those areas that relate to career preparation, develop the basic work habits and attitudes regarded generally as necessary for the performance of job entry tasks.

22. The students will be able to determine the basic personal characteristics and qualifications related to preparation and performance of his selected occupational area.

23. The student will be able to relate information about his or her interests, aptitudes, abilities, and qualifications to tentative occupational choices and possible occupational changes.

24. The student will become aware that all work is essential to society and that all useful work is meaningful.

25. The student will become proficient at making wise consumer decisions.

26. The student will be able to plan his or her leisure time through an understanding of his avocational interests and the relationship between his avocations and his career.

27. The student will adopt a work ethic based upon his or her self-awareness and a knowledge of society's expectations and needs.

"When you have to make a choice and you don't make it, that in itself is a choice."

WILLIAM JAMES